# V.

# OTHER RESOURCE MATERIALS

# REFLECTIVE LISTENING

Reflective listening is a feedback technique used as a mirror or sounding board to reflect or play back what another person says.

We listen carefully to the person's words, tone, and mood, and respond with a statement that tells the person what we hear. In this way, we let other people know that we understand how they feel.

Helps maintain our non-judgmental attitude because it keeps the focus on the other person and his/her feelings and values, rather than our own.

How do we listen reflectively? After listening carefully to the other person's words and the way they are said, we respond with a statement that plays back what we have heard. Often, this statement focuses on the feelings that are behind the words.

1. Repeat the person's words.

   Co-Worker - I am upset because the boss would not listen to me.

   Listener - You are upset because the boss would not listen to you.

2. Rephrasing the words.

   Co-Worker - This week I have been swamped with work. Five complaints in five days, and I still have my weekly report to do.

   Listener - Sounds like you are really feeling pressured by all your office work.

3. Adding emotional undercurrents.

   Co-Worker - My work is piling up too fast, and there does not seem to be enough time to catch up.

   Listener - Sounds like you are feeling anxious and frustrated about all the work you have to do.

4. Reflecting perceived conflicts.

   Listener - So, how are you doing?

   Co-Worker - (In a depressed, low voice.) "Oh, fine . . . . . I guess."

   Listener - (Emphatically.) "It does not sound like you are feeling very fine at all."

5. Use tentative statements.

   **"It sounds like ....." or "What I hear you saying is . . . . " This kind of statement allows the co-worker to disagree, to clarify, or to expand on their situation and feelings.**

6. Be concise and clear.

   **Respond in a brief and understandable manner.**

7. Use an appropriate tone of voice.

   **Our tone of voice is a key way to convey our concern and to show we are trying to understand.**

8. Do not judge or be too general.

   **Judging will destroy the trust you are trying to build with your co-worker. Your tone and words may convey that you think the co-worker is wrong , or that you were barely listening.**

9. Shift the focus when necessary.

   **We will often use reflective listening to shift the focus back to the co-worker.**

   Co-Worker - So I thought maybe I could have Jane tell Mary that I am not coming to the meeting. What do you think of that idea?

   Listener - It sounds like you are not sure if that is the best way to handle that situation. What else can you tell me about the situation?

# Resource: Definitions

## Gay, lesbian, bisexual, and transgendered (GLBT) and more

Gay, lesbian, bisexual, and transgendered (GLBT) people are a diverse group of people who have struggled with issues of sexuality and gender identity, and may therefore feel a sense of kinship. GLBT people are diverse in terms of race, ethnicity, age, education, political affiliation, income, and the degree to which they identify with other GLBT people. The definitions that follow are provided to promote understanding of sex and gender orientation and related issues.

**Sexual Orientation**
Sexual orientation refers to one's sexual and romantic attraction. Those whose sexual orientation is to people of the opposite sex are called "heterosexual", those whose sexual orientation is to people of the same sex are called "homosexual" (or lesbian or gay), and those whose sexual orientation is to people of both sexes are called "bisexual." The term "sexual preference" is misleading because it implies that this attraction is a choice rather than an intrinsic personal characteristic. Sexual orientation is not necessarily the same as sexual behavior.

**Lesbian**
A lesbian is a woman whose primary sexual and romantic attractions are to other women. She may have sex with women currently or may have had sex with women in the past. A smaller number of lesbians may never have had sex with another woman for a whole host of reasons (age, societal pressures, lack of opportunity, fear of discrimination). Some lesbians have sex with men and some don't. It is important to note that some women who have sex with other women, sometimes exclusively, may *not* call themselves lesbians.

**Gay**
A gay man is a man whose primary sexual and romantic attraction is to other men. He may have sex with men currently or may have had sex with men in the past. A smaller number of gay men may never have had sex with another man for a whole host of reasons (age, societal pressures, lack of opportunity, fear of discrimination). Some gay men have sex with women and some don't. It is important to note that some men who have sex with other men, sometimes exclusively, may *not* call themselves gay.

"Gay" is also used as an inclusive term encompassing gay men, lesbians, bisexual people, and sometimes even transgender people. In the last 20 years, this has become less and less common and "gay" is usually used currently to refer only to gay men. The term is still often used in the broader sense in spoken shorthand, as in "The Gay Pride Parade is at the end of June."

**Bisexual (sometimes referred to as "bi")**
Bisexual men and women have sexual and romantic attractions to both men and women. Depending upon the person, his or her attraction may be stronger to women or to men, or they may be approximately equal. A bisexual person may have had sex with people of both sexes, or only of one sex, or he or she may never have had sex at all. It is important to note that some people who have sex with both men and women do *not* consider themselves bisexual.

**Heterosexual**
A heterosexual man or woman's primary sexual and romantic attraction is to people of the other sex. She or he may or may not have had sex with another person, but still realize that his/her

sexual attraction is mainly to people of the other sex. Some people who consider themselves heterosexual have or have had sexual contact with people of the same sex. Heterosexual people are also referred to as "straight."

**Homosexual**
A person whose primary emotional and sexual attachments are to persons of their same gender. Today, most GLBTs, don't like to use the word "homosexual" to refer to themselves.

**Gender Identity**
At birth, we are assigned one of two genders, usually based on our visible genitals. For many people this gender assignment fits and feels comfortable and they never think about it further. Others do not feel as comfortable with their assigned gender, either because they find the two-gender system too limiting or because they feel more identification with the gender opposite that to which they were assigned at birth. People deal with this discomfort in many ways, sometimes only in personal ways, and sometimes in ways visible to others.

**Cross-dresser**
Someone who wears the clothing of the other sex for personal comfort, but has no desire to under go medications, surgical reconstruction or to live full time. It usually refers to a man who crossdresses. Women also crossdress. *Some* people crossdress because it gives them an erotic rush. *Many* people in our society cross-dress, or wear clothing associated with another gender.

**Transgender**
People who identify more strongly with the other gender than the one to which they were assigned (e.g., women who feel like men, or men who feel like women) are called "transgendered." Often transgendered people will take on the social role of another gender. Some transgendered people may "cross-dress" or "do drag" regularly. They may enjoy *presenting* themselves as another gender, yet do not want to *be* another gender. Many are comfortable in their assigned gender. Transgendered people may identify as beterosexual, homosexual, or bisexual. Most experience gender as a continuum ranging from male to female, rather than the more conventional experience of male *or* female. Some studies suggest that as many as 80% of the transgender population has been assaulted physically and/or feared for their lives/well-being.

Recently, there has been a very vocal group of people who don't especially identify as male or female, and feel that they are another gender altogether. They are often called *transgenderists*. They are comfortable with their anatomical sex and simply believe that labels like *male* and *female* don't quite describe who they are.

**Transsexual**
Some transgendered people may take hormones of the opposite gender and/or have surgery in order to change their bodies to reflect the gender they feel inside. These people are also called "transsexual." Some researches believe that transsexuality is the result of unusual hormone events as a fetus develops. Female-to-male transsexuals are sometimes referred to as "FTMs" or "transsexual men," and male-to-female transsexuals as "MTFs" or "transsexual women." Pre-operative ("pre-op") transsexuals are preparing for sexual reassignment surgery (SRS) and may take hormones. Post-operative ("post-op") transsexuals have undergone SRS and continue to take hormones, often for the rest of their lives. Some transsexuals ("non-op") either do not want or cannot afford SRS, though they may still take hormones.

**Intersexed**
Once called *hermaphrodites*, intersexed individuals are born with unusual genitalia or some form of both male and female genitalia. This happens when hormones switch on/off at unusual times as a child is developing in the uterus, affecting the gender identity and the anatomy of the fetus. At present, it is common for doctors and/or parents to choose which anatomical sex their infant will be, and surgery is performed. However, the sex chosen may not match the gender identity of the child. Intersexed activists are organizing in an effort to change medical practice, allowing a child to declare their own sex when they have matured.

**Queer**
Some GLBT people, particularly young people, use the term "queer" to encompass the entire GLBT community. For these people, the term "queer" is positive and empowering. People who like this word point to how it is inclusive of the wide variety of people who are GLBT. Be aware the some GLBT people continue to find the term "queer" degrading and offensive.

**Fag, faggot, fairy**
Some gay men have reclaimed once-negative words to refer to themselves. *Use caution*, many do not like these words to be used by someone outside their circle of friends.

**Dyke**
Many lesbians have reclaimed this once-negative word to refer to themselves.

**Outing**
The practice of informing people about a person's transgender status without their knowledge or permission. Considered to be a *major* offense. May cause the individual to be subject to harassment, physical or verbal assault, and/or loss of employment.

**Ally**
A person, often heterosexual, who is accepting and supporting of the GLBT community.

**GLBT**
Shorthand term to refer to lesbian, gay, bisexual, and transgender. Sometimes you will see it as GLBTA, meaning GLBTs *and* allies.

Now you know a lot about the different names that GLBTs use. If you hear a new word and you don't know what it means, probably the best way to find out is to ask a person who is GLBT. Most are happy to help you understand more about their community, especially if you approach the question in an honest and open way. After all, we're all part of the human family!

Sources include:
http://www.metrokc.gov/health/glbt/definitions.htm
Seattle-King County Public Health Department

http://www.iastate.edu/~lgbtss/Vocabulary.htm
Iowa State University

## What is Homophobia?

▼Expecting a gay man or lesbian to change their public identity or affectional habits or mode of dress.

▼ Looking at a lesbian or gay man automatically thinking of their sexuality rather than seeing them as whole and complex people.

▼ Failing to be supportive when a gay man or lesbian friend is sad about a quarrel or breakup of a relationship.

▼ Changing your seat in a meeting because a lesbian or gay man sat in the chair next to yours.

▼ Thinking you can "spot one."

▼Using the term gay or lesbian as accusatory.

▼Not asking about a woman's female lover or a man's male lover although you regularly ask "how is your husband or boyfriend," or "wife and girlfriend" when you run into a heterosexual friend.

▼ Kissing an old friend, but being afraid to shake hands with a lesbian or gay man.

▼ Thinking that if a gay man or lesbian touches you or looks at you a certain way that they are making a sexual advance.

▼Stereotyping lesbians as man-haters, separatists, or radicals and gay men as sissies, wimps, or woman-haters, and using those terms accusingly.

▼Feeling repulsed by public displays of affection between lesbians and gay men, but accepting the same affectional displays between heterosexual as "nice."

▼ Wondering which one is the "man" or "woman," i.e. role reversals in gay or lesbian relationships.

▼Feeling that gay people are too outspoken about gay and lesbian rights.

▼ Feeling that homosexuality and discussions about homophobia are not necessary within the civil rights movement or in the workplace.

▼ Assuming that everyone you meet is probably heterosexual.

▼ Being outspoken about and gay and lesbian rights, but making sure everyone knows you are straight.

▼ Feeling that a lesbian is just a woman who couldn't find a man.

▼ Avoiding mentioning to your friends that you are involved with a woman's organization, or a man's organization that emphasizes domestic skills, because you are afraid that they will think you are a lesbian or gay.

**What is Homophobia (continued)**

▼ Not confronting a heterosexist remark, joke, or slur for fear of being identified as gay or lesbian.

▼ Wondering why lesbians and gay men have to "flaunt" their sexuality, when all around you on TV, billboards, and in film heterosexuals are exhibiting far more blatant behavior.

▼ Assuming that a lesbian or gay man would be heterosexual if given an opportunity.

▼ Having work benefits available for married partners of heterosexual, but nothing for gay men and lesbians in committed relationships.

▼ Believing that gay men and lesbians should not serve in the military, or in other jobs such as with youth and in the religious community.

▼ Believing that lesbians and gay men are not fit to be birth parents, adoptive or foster parents.

▼ Not seeing the connections between homophobia and other forms of oppression.

▼ Dismissing the need to address issues of homophobia because it is a "moral" question.

▼ Assuming all gay men and lesbians are sexually active.

▼ Assuming you don't know anyone who is lesbian or gay.

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# SEXUAL HARASSMENT CHRONOLOGY

| | |
|---|---|
| 1964 | Civil Rights Act |
| | Term "Sexual Harassment" coined |
| 1975 | *Come v. Bausch & Lomb* |
| | *Barnes v. Castle* (quid pro quo) |
| 1980 | EEOC Guidelines on Sexual Harassment |
| 1981 | First study of sexual harassment in the Federal government |
| 1986 | *Meritor v. Vinson* (Supreme Court) (hostile environment) |
| 1988 | Update of earlier study |
| 1991 | *Ellison v. Brady* (reasonable women standard) |
| 1991 | Anita Hill/Clarence Thomas hearings |
| 1991 | Civil Rights Act of 1991 |
| 1993 | *Harris vs. Forklift Systems* (Supreme Court) |

# QUID PRO QUO HARASSMENT

***Barnes v. Costle:*** Quid pro quo sexual harassment defined as sex discrimination:

In 1977, the U.S. Court of Appeals in the District of Columbia ruled in the case Barnes v. Costle to clarify the issues of whether or not sexual harassment is a form of sex discrimination under Title VII. Prior to this ruling, individuals seeking redress for quid pro quo harassment had been advised by courts that this behavior was not covered under the provisions set forth in the Civil Rights Act of 1964 prohibiting sex discrimination.

**Facts:** The plaintiff, a woman, alleged that soon after she began working, the director of her division requested that she perform sexual favors in return for career enhancement. When she repulsed the advances, she was harassed, job responsibilities were removed, and eventually her position was abolished.

The lower court ruled that such allegations were not included under Title VII of the Civil Rights Act of 1964 as sexual harassment was not based on sex.

**Discussion:** The supervisor would not have sought sexual favors from a man, presumably. Therefore, a term of employment for women which differed appreciably from those set for men was imposed on plaintiff, and such term was not reasonably related to job performance. Plaintiff was asked for sexual favors because she is a woman; thus, gender was a substantial contributing factor to the difference in treatment between men and women.

All female employees need not have been subjected to sexual harassment in order for a Title VII claim to be appropriate. Title VII applies to individuals.

**Additional Information:** The same interpretation of term of employment would exist if the supervisor were female and the employee male. The employee would have been asked for sexual favors because he was a man, making gender a substantial contributing factor. The same interpretation of term of employment would exist if the sexual harassment was a same sex issue (a homosexual setting). The employee would have been asked for sexual favors because he or she was the same sex as the supervisor, making gender a substantial contributing factor.

This ruling established firmly that sexual harassment was a form of sex discrimination, prohibited by Federal law.

In ***Broderick v. SEC,*** 1984, the complainant was able to establish a hostile working environment. The court ruled:

> The evidence at trial established that such conduct of a sexual nature was so pervasive at the WRO, that it can be reasonably be said that such conduct created a hostile or offensive work environment which affected the motivation and work performance of those who found such conduct repugnant and offensive.

Ms. Catherine Broderick, a staff attorney for the Securities and Exchange Commission (SEC), filed a complaint against the SEC July 30, 1984 alleging that:

1. SEC was responsible for creating and refusing to remedy a sexually hostile working environment in the Washington Regional Field Office (WRO).
2. Her supervisor retaliated against her for opposing actions of the WRO's management that she considered to be illegal under Title VII.

**Court Conclusion of law:** the following was excerpted verbatim from the Court's findings.

> Ms. Broderick established a prima facie case of sexual harassment because of having to work in a hostile working environment. The evidence at trial established that such conduct of a sexual nature was so pervasive at the WRO that it can reasonably be said that such conduct created a hostile or offensive work environment which affected the motivation and work performance of those who found such conduct repugnant and offensive.

Broderick pursued her appeals rights and eventually filed a suit with the Federal Court. On May 13, 1988, the Court ordered that judgment be entered in favor of Broderick for the SEC's violation of Title VII of the Civil Rights Act of 1984. (Processing time approximately 4 years, 3 months after her initial complaint with the SEC.)

In ***Ellison v. Brady,*** 1991, a woman contended that her work environment was hostile because of the unwanted attention and frequent "love letters" from a male coworker. The court adopted a "reasonable woman standard" in the belief that the more traditionally accepted "reasonable person" standard perpetuates and reinforces discrimination based on sex. According to the court, men "may view sexual conduct in a vacuum, without a full appreciation of the social setting or the underlying threat of violence that a woman may perceive."

In ***Robinson v. Jacksonville Shipyards,*** 1991, the court heard the complaint from a female shipyard welder who claimed that (1) calendar pictures of women in various stages of undress and sexually provocative poses, in concert with (2) sexually explicit and demeaning language constituted a hostile working environment. The court concurred and determined that there was a hostile environment in the shipyard. An expert witness testified in this case that a hostile environment encouraged sexual stereotyping

and that performance appraisals were biased against women who complained about such an environment.

In ***Corne v. Bausch & Lombe,*** 1975, a woman charged her supervisor subjected her to continuous physical and verbal abuse. She went to court. The decision was that this was *not* a violation of Title VII because the supervisor's conduct was a personal proclivity, a peculiarity or mannerism, and the supervisor was satisfying a personal urge. The only way an organization could avoid this kind of suit was to hire asexual employees and that was frivolous.

# COURT CASES INVOLVING SEXUAL HARASSMENT

Court cases which have alleged sexual harassment have all been filed under Title VII of the Civil Rights Act of 1964. These court decisions should be taken into consideration by Federal agencies when reviewing the facts developed in complaints of sexual harassment. In filing suit under Title VII, in most cases it has been necessary to demonstrate:

1. Class membership—the stipulation that the complainant is either male or female.
2. That the employee was subject to unwelcome sexual harassment.
3. That if it were not for the employee's sex, the employee would not have been subjected to the hostile or offensive working environment.
4. That the sexual harassment affected a term, condition, or privilege of employment.

In the instance of quid pro quo harassment, the complainant must further show that submission to the sexual harassment was a term and condition of employment and that refusal to submit substantially adversely affected their employment. They must prove that the sexual demand was linked to a tangible, economic aspect of their compensation, term, condition, or privilege of employment. (***Henson v. City of Dundee,*** 1982; ***Vermett v. Hough***, 1986.)

In establishing a hostile working environment, the complainant must show that the behavior is "sufficiently severe or pervasive to alter the conditions of the victim's employment and create an abusive working environment" (***Meritor Savings Bank v. Vinson***). Individuals who must work in an atmosphere made hostile or abusive by the unequal treatment of the sexes are denied equal employment opportunities guaranteed by law and the Constitution (***Henson v. City of Dundee,*** 1982).

The following is some background information on selected cases alleging sexual harassment.

***Miller v. Bank of America:*** Margaret Miller, female, alleged that she was discharged from the Bank of America after refusing her supervisor's demands for sexual favors. The Bank of America argued that it had an established policy prohibiting sexual harassment and an inhouse grievance mechanism, and that it was, therefore, not liable for its supervisor's actions. The Ninth Circuit Court of Appeals ruled that, regardless of administrative policies and mechanisms, Bank of America was still liable because supervisors were acting as its "agents."

Miller demonstrates that personnel officials and supervisors must take affirmative efforts to stop alleged acts of sexual harassment and that concerted action is necessary to limit liability for the organization.

***Bundy v. Jackson:*** Sandra Bundy, female, charged that she had been subjected to numerous propositions, but she had not been denied "tangible employment benefits" as a result of her resistance to the advances of her supervisor. The U.S. Court of Appeals, District of Columbia Circuit, adopted the EEOC guidelines, holding that an employer is liable for creating "a substantially discriminating work environment" even though Ms. Bundy had not been denied any tangible employment benefit.

Bundy illustrates the EEOC's expanded definition of sexual harassment: the linking of sexual favors to promotions, salary increases, etc., is not the only definition of sexual misconduct. But conduct which "...has the purpose or effect of substantially interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment" may also be construed as illegal behavior.

# HARASSMENT BY COWORKERS IS RULED ILLEGAL

The Minnesota Supreme Court held Continental Can liable for sex discrimination in a suit filed by Willie Ruth Hawkins, an employee in Continental Can's formerly all-male plant in Eagen, Minnesota.

Hawkins stated she was subject to verbal sexual advances and sexually derogatory remarks from her coworkers. When she complained to her supervisor, she was told that there was nothing he could do and that she had to expect such behavior.

They disagreed with the supervisor. Its 19-page decision in ***Continental Can Co. v. Minnesota*** says that the prohibition against sex discrimination in employment includes sexual harassment by coworkers. According to the Court, a company can be held liable when its employees are harassed if it "knows or should have known" of the harassment and fails to take timely and appropriate action to rid the workplace of this illegal behavior.

"The Minnesota Supreme Court has strongly affirmed the right of women workers everywhere to be free of sexual harassment in the workplace," commented Susan K. Blumenthal, staff attorney for the NOW Legal Defense and Education Fund. The NOW LDEF had filed a friends-of-the-court brief in this case on behalf of the National Organization for Women and Working Women's Institute.

This case is the first to focus specifically on the problem of sexual harassment by coworkers. The Court found that the evidence supported Hawkin's complaint that she was subjected to a whole range of sexually harassing behaviors by coworkers. After Continental Can refused to take any steps to stop the harassment by its male employees, the harassment escalated and intensified. Hawkins was ultimately subjected to a physical assault on the job by one of her coworkers.

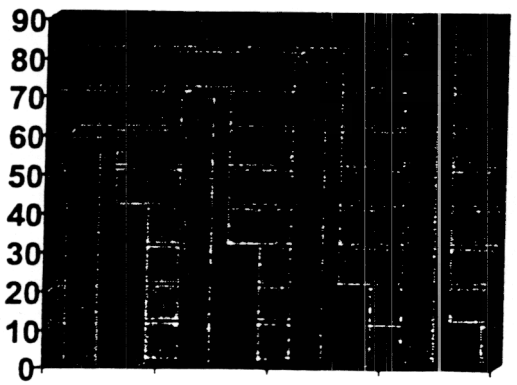
# Resource: Communication Awareness, Intent and Impact

## People Communicate with:

- 15% **words**
  (Be aware of the words you choose and use.)
- 25% **tones**
  (How does it sound? How does it feel?)
- 60 to 90% **non-verbal actions**
  (People pay attention to how people act.)

## How much impact do non-verbal actions have?

**Non-verbal actions**
can **communicate up to 60%, 70%, 80% or 90% of a message.**
"Actions speak louder than words." Non-verbal action can be interpreted in many ways.




■% non
■% verbal

***Each* message** we communicate contains **verbal *and* nonverbal** information.

## Examples of Non-Verbal Communication:

- smile
- frown
- nod
- touch
- silence
- folded arms
- move close
- move back
- hand shake style
- eye contact
- way of hugging
- hand gestures

## Intent and Impact

- The ***intent*** of my message is not always the same as the ***impact*** of my words or behaviors on the listener. Mistakes and misunderstandings occur. People do not *always* share the same meaning. It's not about "blame." Check for understanding.
- Both people who are part of a conversation or exchange can make an effort to increase understanding. When you become aware that your message had an impact that you did not intend, *take time to clarify*. When you hear a message that has an uncertain or disturbing impact, *take time to clarify*. When you hear a message or get a response that does not "make sense," *take time to clarify*. If frequent misunderstandings become a source of tension, it's time to give and receive some feedback, or find a mediator.

# Resource: Awareness/Skills to Give and Receive Feedback

## When feedback is offered in an honest and "up front" way, people

- hear new or different things
- think about new or difficult points of view
- act in new or different ways

## Respond to "inappropriate" or "unwelcome" behaviors/comments:

- **Describe** the behavior or comment
- **Explain** how it made you feel and that it is *not* appropriate
- **State** what you *do* want to hear and see
- **Outcome**? What do you *want* to happen? Be clear about *results* you want to see.

**Example:**

- **Describe:** "I saw the picture inside your locker door."
- **Explain:** "That kind of thing feels uncomfortable to me. It is *not* okay with me."
- **State:** "We need to pay attention to D.C. Fire and EMS Department policy on this. It may lead to a legal problem. A lot of people might look at this as "unwelcome conduct of a sexual nature." Please handle it, I do not want to take this up the line.
- **Outcome Desired:** "The picture needs to go. Have I been clear that I don't want this kind of problem? I want people in this area to feel respected and welcome."

## More Feedback Skills

- **Use "*I language*." Stay "neutral."** (For example, "*I* have a problem with this," *not* "you are making this a problem for me." Avoid blame.)
- **Talk about what *you do* want or need.** (For example, "I need to hear you talk about something else," *not* "you can't say that." Avoid a negative focus.)
- **Work on your relationship first. *Then*, talk about "what's not working" for you.** (Share some talk about "the game" or something you both enjoy, then find a way to bring up your "concern that the jokes are getting out of line.")
- ***Show* respect. *Tell* the person you value the relationship.** (It's *not* about if you like a person; it *is* about the kind of *behavior you want to see*.)
- **Choose a private and comfortable moment.** (Look for a good time and place.)

## How feedback can look, sound and feel:

- I *hear some concerns* about sleepwear.
- I would like for us to 'check this out.' Let's see if we can talk to people in the kitchen.
- I think we need to *consider* changes. It seems some *people are real uncomfortable*.
- We need to *get clear* about what people think is needed and see if we can act on it.

## Review:

- **Looks** like people engaged in a positive exchange.
- **Sounds** calm, respectful and sincere.
- **Feels** respectful and confident of useful outcomes.

## Resource: Preventing Sexual Harassment:
### We can all make a difference. We can all make a change.

We can confront inappropriate remarks and unwelcome behaviors:

- Say something like "I find what you are saying offensive or unacceptable (or "I am not comfortable with how you talk about this"). We need to talk about something else"
- Let people know that you "want to work in an environment where everyone, including women, is professionally accepted and respected."

Words to the Wise! :

- Notice what needs to be done.
- Be willing to give and receive feedback.
- Take action. Walk your talk.

What else can I do?

- listen & respect
- find out–do not assume
- interrupt jokes and disrespectful comments
- question potentially inappropriate behavior
- address the person's behavior, *not* their character
- talk to and teach others
- support and understand
- stand by my side
- provide information
- re-think mistakes
- support others to become aware of needed change
- be willing to hear feedback
- consider a different view
- be willing to change your behavior
- if in doubt, ask!
- resolve problems at the lowest possible level

# Resource: Sexual Harassment Myths and Facts

## Myths

- Complainants:
  - "wanted the attention" or "enjoyed it"
  - dressed in a way that "asked for it"
  - just need to learn to say "no"
  - mean "yes" when they say "no"
  - probably falsified the incident report of sexual harassment
  - can be easily identified or stereotyped (and so can the accused)
- All men are harassers
- Women are the only victims of sexual harassment (90% of victims are women)
- Women do not sexually harass (approximately 10% of reported cases are filed against women)
- Sexual harassment is 'nothing,' its just teasing or flirting that is taken too seriously
- Sexual harassment is rare in workplaces
- If the complainant had only said "no," the harassment would have stopped

## Facts

- Sexual harassment:
  - humiliates and degrades
  - undermines an employee's performance
  - threatens the complainant's job and career
  - stresses emotional well-being and/or physical health
  - is not a new or rare event in the workplace
- Fear of ridicule or job loss keeps many from reporting it
- Most charges of sexual harassment are true
- Complainants have little to gain by making a false charge (false charges can lead to discipline)
- People who sexually harass may not stop when the complainant says "NO."
- Many women fear intimidation or job loss if they tell a male harasser "no"
- Body language can help stop an incident (e.g., turn or push away, use angry body language)
- A calm, clear and polite response to an initial incident can prevent future problems
- Many people who are charged with sexual harassment are not aware their behavior offended
- Consistent group or peer actions can help to reduce inappropriate behaviors and can reinforce beneficial behaviors
- A woman as well as a man may be the harasser (Anyone could find him/herself in the position of the accused or the complainant)